

**APPROVED
SEPTEMBER 18, 2018**

Item #V-2
September 18, 2018

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of two degree programs and two administrative units at two public universities.

Action Requested: That the Illinois Board of Higher Education approve the following:

Illinois State University

- Bachelor of Science in Environmental Systems Science and Sustainability in the Central Region
- Master of Science in Business Education in the Central Region

University of Illinois at Urbana-Champaign

- Carle Illinois College of Medicine Department of Biomedical and Translational Sciences in the Prairie Region
- Carle Illinois College of Medicine Department of Clinical Sciences in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education (IBHE) is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, addresses university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *The Illinois Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Executive Summary – Public Institutions

Illinois State University

- Bachelor of Science in Environmental Systems Science and Sustainability in the Central Region

Illinois State University requests authorization to offer a Bachelor of Science (BS) in Environmental Systems Science and Sustainability in the Central Region. The Bachelor of Science in Environmental Systems Science and Sustainability is an interdisciplinary curriculum that is designed to prepare students to acquire integrated skills in informatics, laboratory and field research, systems thinking, project management, collaborative engagement, and technical communications. The curriculum incorporates theoretical and applied approaches, builds on existing academic offerings, and involves faculty members from other academic programs. To graduate from the BS in Environmental Systems Science and Sustainability program, students will be required to complete at least 120 semester credit hours, including at least 81 credit hours in the major. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Master of Science in Business Education in the Central Region

Illinois State University requests authorization to offer a Master of Science in Business Education in the Central Region. The Master of Science in Business Education will provide opportunity for graduates of the undergraduate program in Business Education and licensed Business Education teachers in the State to earn a master's degree in Business Education. Illinois State University is the only public university in the state with an active undergraduate degree

program in business teacher preparation. Through the undergraduate program, the University has graduated 289 students qualified for state licensure to teach business in Illinois middle and high schools since 2000. The proposed Master of Science in Business Education has two recommended tracks, one that is pedagogy intensive and another that is content (business) intensive. All students are required to complete at least 34 semester credit hours, including at least 30 semester credit hours of coursework and at least four semester credit hours of thesis work. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

Approval request summary, including staff conclusion, follows in Attachment A.

University of Illinois at Urbana-Champaign

- Carle Illinois College of Medicine Department of Biomedical and Translational Sciences in the Prairie Region

The University of Illinois at Urbana-Champaign (UIUC or the University) requests approval to establish a Department of Biomedical and Translational Sciences (DBTS) within the Carle Illinois College of Medicine. The University received approval from the IBHE to establish the Carle Illinois College of Medicine on March 1, 2016, and authorization to offer a Doctor of Medicine degree in the Prairie region on March 14, 2017. With those authorizations in place, the University obtained Preliminary Accreditation from the Liaison Committee for Medical Education (LCME) on October 11, 2017. In order to pursue LCME Provisional Accreditation, the University must establish a sufficient number of organizational units to accomplish the mission of the medical school. The creation of Department of Biomedical and Translational Sciences, along with the Department of Clinical Sciences, is the next step in this process. The DBTS will serve to integrate faculty from the university who will deliver the basic health science, engineering, and translational components of the College of Medicine curriculum. Furthermore, the DBTS will help provide the administrative infrastructure and oversight needed to manage faculty; establish policies regarding tenure-track, non-tenure track, and specialized faculty; and carry out the educational mission of the college.

- Carle Illinois College of Medicine Department of Clinical Sciences in the Prairie Region

The University of Illinois at Urbana-Champaign (UIUC or the University) requests approval to establish a Department of Clinical Sciences (DCS) within the Carle Illinois College of Medicine. The University received approval from the IBHE to establish the Carle Illinois College of Medicine on March 1, 2016, and authorization to offer a Doctor of Medicine degree in the Prairie region on March 14, 2017. With those authorizations in place, the University obtained Preliminary Accreditation from the Liaison Committee for Medical Education on October 11, 2017. In order to pursue LCME Provisional Accreditation, the University must establish a sufficient number of organizational units to accomplish the mission of the medical school. The creation of Department of Clinical Sciences, along with the Department of Biomedical and Translational Sciences, is the next step in this process. The DCS faculty will deliver the clinical components of the College of Medicine curriculum, and work together to reduce or eliminate the barriers that often exist in medical schools where departments are organized by specialty area. The DCS will help provide the administrative infrastructure and oversight needed to manage and support the faculty.

Approval request summary, including staff conclusion, follows in Attachment B.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to grant the Bachelor of Science in Environmental Systems Science and Sustainability and the Master of Science in Business Education in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Urbana-Champaign authorization to establish the Carle Illinois College of Medicine Department of Biomedical and Translational Sciences and the Carle Illinois College of Medicine Department of Clinical Sciences in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Illinois State University

Proposed Program Title in the Region of Authorization: Bachelor of Science in Environmental Systems Science and Sustainability in the Central Region

Projected Enrollments and Degrees: Illinois State University has indicated that enrollment in the proposed Bachelor of Science in Environmental Systems Science and Sustainability is projected to grow from 15 students in the first year to approximately 100 students in the fifth year. It has projected also that 25 degrees will be awarded in the fifth year.

Background

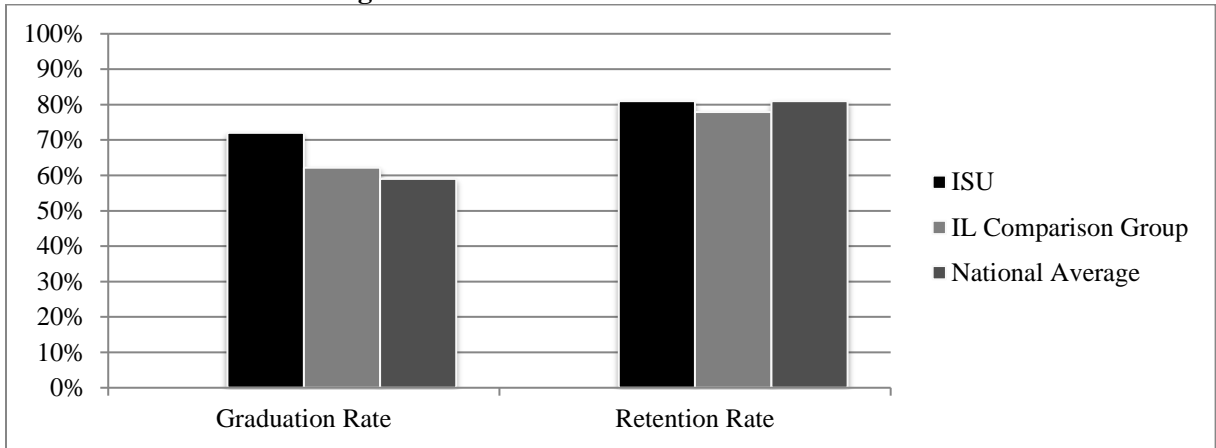
Illinois State University (ISU or the University) requests authorization to offer a new Bachelor of Science (BS) in Environmental Systems Science and Sustainability. The Bachelor of Science in Environmental Systems Science and Sustainability is an interdisciplinary curriculum that is designed to prepare students to acquire integrated skills in informatics, laboratory and field research, systems thinking, project management, collaborative engagement, and technical communications. The curriculum incorporates theoretical and applied approaches, builds on existing academic offerings, and is designed to involve faculty members from other academic programs. The BS in Environmental Systems Science and Sustainability program will be administered by the Department of Geography, Geology, and the Environment within the College of Arts and Sciences.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: *National System for Education Statistics, U.S. Department of Education*

Note: *Illinois State University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

Undergraduate Graduation Rate

The University's 2015-2016 graduation rate was 72 percent and the average among comparable Illinois institutions was 62.2 percent. The most current published national 2015-2016 average graduation rate available for public four-year institutions was 59 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

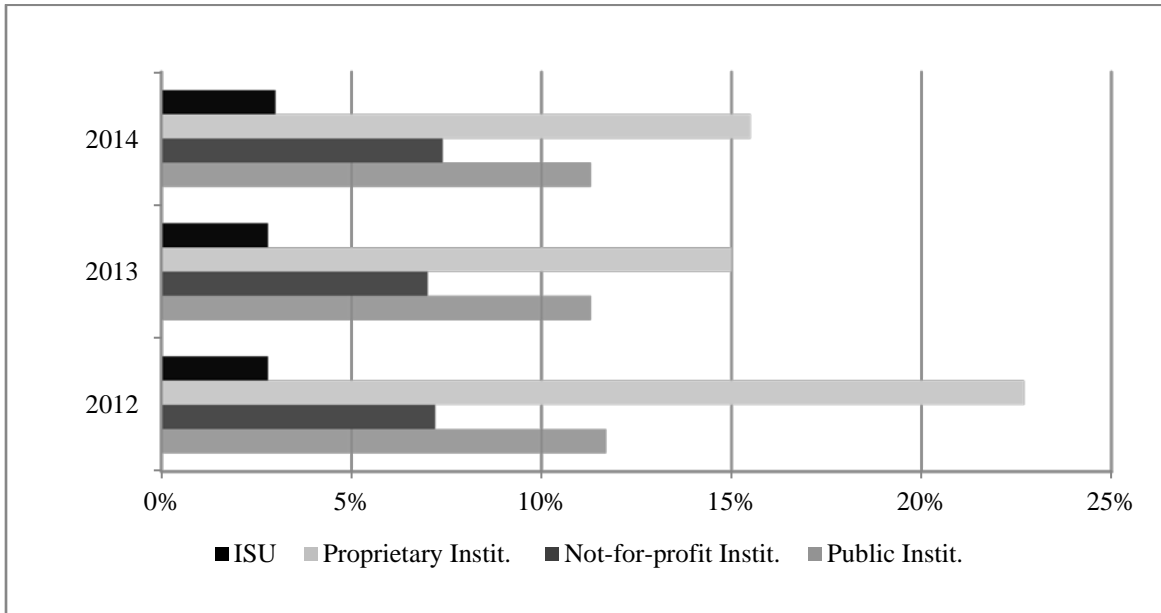
Undergraduate Retention Rate

The University's 2015-2016 retention rate was 81 percent and the average among comparable Illinois institutions was 77.9 percent. The most current published national 2015-2016 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

The University's 2015-2016 completions per 100 full-time equivalent (FTE) rate was 25. The average among comparable Illinois institutions was 24.8. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Illinois State University is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Illinois State University was 3.0 percent in 2014, 2.8 percent in 2013, and 2.8 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The BS in Environmental Systems Science and Sustainability program has been designed to prepare students for employment as environmental scientists. Graduates of the program are expected to be employed by local, state, and federal government agencies and by private companies providing management, scientific, and technical consulting services. Environmental scientists working in the private sector are typically tasked with helping companies comply with environmental regulations. The majority of entry-level environmental scientist positions require a bachelor's degree in the field. Among the occupational categories defined by the Bureau of Labor Statistics of the U.S. Department of Labor, the two categories in which program graduates are most

likely to be employed are environmental scientists and specialists (including health) and environmental science and protection technicians (including health). Employment projections published by the U.S. Department of Labor and the Illinois Department of Employment Security indicate that the number of jobs in both occupations should continue to grow in both Illinois and the nation at rates exceeding national and state averages across all occupations. National and state projections from 2016 through 2026 show that employment in the field will increase by 11.1 percent and 13.9 percent respectively for environmental scientists and specialists.

The Illinois Public Agenda for College and Career Success

The BS in Environmental Systems Science and Sustainability will support Goals 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society. The program will increase the number of postsecondary graduates in Illinois available to fill positions in business, industry, and government for environmental scientists and specialists and for environmental science and protection technicians. The number of positions in both occupations in Illinois is expected to increase by the mid-2020s at a rate exceeding the state average across all occupations. The proposed BS in Environmental Systems Science and Sustainability program is expected to annually graduate 25 students eligible to apply for those positions.

Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The program was created by integrating existing educational resources from numerous academic units at the University to prepare students who are qualified to work in the highly interdisciplinary field of environmental science. Not including General Education courses, the curriculum of the program includes courses offered at the University through 12 academic departments or schools, including Geography, Geology, and the Environment, which will administer the program, and Biological Sciences, Chemistry, Communication, Economics, English, Information Technology, Mathematics, Philosophy, Physics, Politics and Government, and Sociology and Anthropology. Courses will be taught almost exclusively by tenure-line faculty members already serving at the University.

Comparable Programs in Illinois

Seventeen other Illinois institutions also offer a BS in Environmental Science and enrollment in these programs increased 16 percent from 2012 to 2016. With respect to curriculum, faculty, facilities, and enrollment, the proposed program is similar to the programs offered at the University of Illinois at Urbana-Champaign (BS in Natural Resources and Environmental Sciences); DePaul University (BS in Environmental Science); Loyola University (BA and BS in Environmental Science); and Northwestern University (BA in Environmental Science). However, several aspects of ISU's BS in Environmental Systems Science and Sustainability program are unique compared to the environmental science programs at these Illinois institutions. The Department of Geography, Geology, and the Environment will utilize resources and expertise of its MS in Hydrogeology program to offer a water resources track in the proposed program. The curriculum of the water resources track includes four newly-created courses: aqueous geochemistry; water resources and environmental law; aquifer systems; and water analysis and hydrologic modeling. Another track of the proposed program unique among comparable programs is the environmental systems analysis track. Students selecting the track will hone their skills in computer systems, data analysis, and data modeling at a variety of spatial and temporal scales as well as their skills in field and laboratory research. Students in this track will be required to take a course in Geographic Information Systems. Through completion of the course, students will gain

critical knowledge of geographic scales and the ability to manage large-scale geographic data and thus will be able to explore and understand environmental systems under varying spatial domains.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed program is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

There are no special admission requirements for the BS in Environmental Systems Science and Sustainability beyond those required for admission to ISU. Student applications are evaluated based on the following criteria: high school GPA; ACT/SAT scores; grade trends; and the rigor of courses completed throughout high school. A student may be admitted to the BS in Environmental Systems Science and Sustainability program as a first-time-in-college student, as a student transferring from some other institution of higher education, or as an internal transfer student (from the University).

Curriculum

The Bachelor of Science in Environmental Systems Science and Sustainability prepares students to acquire integrated skills in informatics, laboratory and field research, systems thinking, project management, collaborative engagement, and technical communications. After completing core courses, students will select one of four tracks: generalist; water resources; nature and society; or environmental systems analysis. Students will also be encouraged to also pursue a minor in biological sciences, chemistry, physics, or mathematics. Regardless of the track chosen, students will be required to complete a professional internship or research experience to help prepare for

employment or graduate study. The BS in Environmental Systems Science and Sustainability program requires completion of at least 120 semester credit hours, including at least 81 credit hours in the major. The balance of credit hours is earned through completion of General Education requirements of the University and electives. The curriculum of the BS in Environmental Systems Science and Sustainability program consists of three components: core courses (35 credit hours); other required courses (31-33 credit hours); and elective courses (15 credit hours) in one of four tracks.

Assessment of Student Learning Outcomes

The University has established processes to assess student learning aligned with program outcomes across the curriculum. The Environmental Systems Science and Sustainability major provides an interdisciplinary academic program that is designed to prepare students for professional careers in environmental and sustainability science. Given the highly interdisciplinary nature of the program, two committees will be assembled to monitor the outcomes relative to student learning objectives: the Assessment Committee and the Program Advisory Board. The Assessment Committee will be comprised of the Director of the program, and two additional core faculty members with interests in assessment. These faculty members will be responsible for collecting and processing student learning outcome data each year, preparing summary reports, and sharing their recommendations for programmatic improvement with the Department Chair. The Program Advisory Board will be comprised of faculty members teaching core courses in the program, plus members of the Assessment Committee. This group will design the program content test and, as needed, respond to recommendations for actions to improve the program's performance in achieving relevant student learning outcomes. Students will demonstrate fundamental competency in physical/natural and social sciences by completing a program content test, which includes completion of a research paper and completion of a reflection journal stemming from the program-approved internship or research experience focusing on the environment/sustainability. Each year, the Assessment Committee will assess student performance on the content test in six competency areas. This exam will be a multiple-choice test with several questions from each of the six competency areas. These questions will be selected by members of the Program Advisory Board. The Assessment Committee will determine student performance in each of the areas and report the results to the Department Chair, who will communicate the report to the program faculty.

Program Assessment

The University has established processes to monitor the overall effectiveness of its academic programs to ensure that students' needs are met. In accordance with the University policy, all of these processes are faculty driven. The processes include student learning outcomes assessment, review of program level metrics, submission of a three-year progress report to IBHE, and program review. Through the latter process, faculty of each academic program conducts an analysis of their program and compiles a program review self-study report based on that analysis at least once every eight years. Reports are then reviewed by the Academic Planning Committee, an external committee of the Academic Senate at the University, and by the Office of the Provost. Each review results in recommended or required actions to maintain or improve program quality.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public

service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The University's Milner Library subscribes to approximately 81,000 electronic serial titles and approximately 1,900 print journal titles. Milner Library also subscribes to approximately 250 databases, most of which index, and in many cases provide direct access to, periodical literature. Some of the databases provide access to other types of information, including news, monographs, statistics, and reference works. Existing classroom space, equipment and other resources are available for the proposed programs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Existing faculty and staff will support the proposed program. The University has identified institutional policies that ensure faculty hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources to administer the proposed programs. The Department of Geography, Geology, and the Environment which will administer the Bachelor of Science in Environmental Systems Science and Sustainability has adequate resources to implement the proposed program.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation is required for the proposed BS in Environmental Systems Science and Sustainability.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposals and will be published on the University's website.

Staff Conclusion

The staff concludes that the program proposed by Illinois State University meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Program Title in the Region of Authorization: Master of Science in Business Education in the Central Region

Projected Enrollments and Degrees: Illinois State University has indicated that enrollment in the proposed Master of Science in Business Education is projected to grow from five students in the first year to approximately 20 students in the fifth year. It has projected also that ten degrees will be awarded in the fifth year.

Background

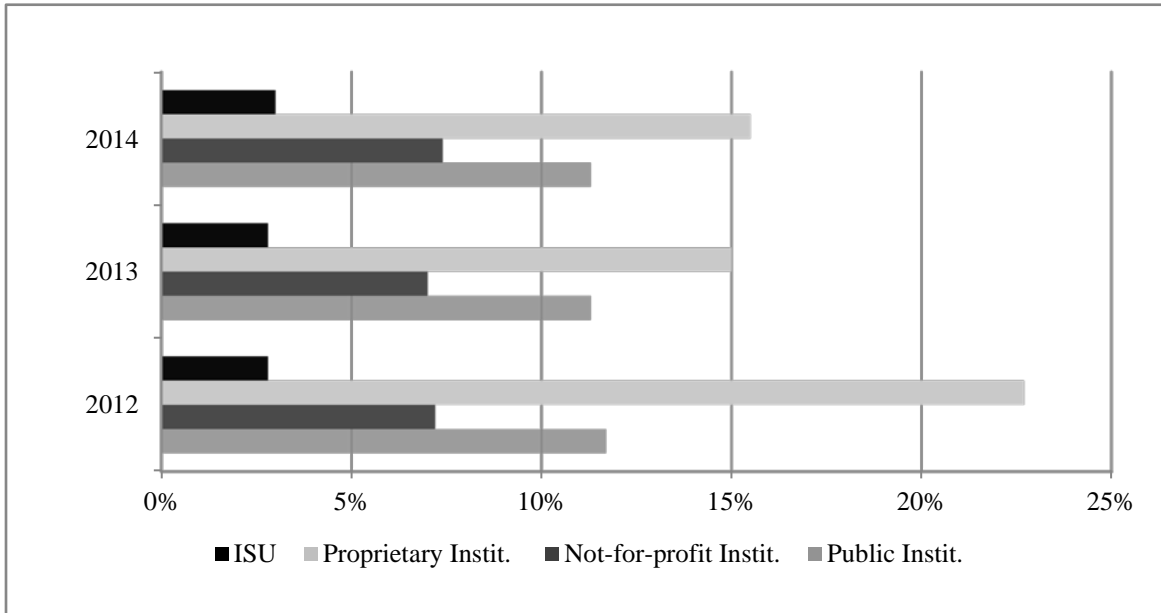
Illinois State University (ISU or the University) requests authorization to offer a new Master of Science in Business Education, to provide opportunity for graduates of the undergraduate program in Business Education and licensed Business Education teachers in the State to earn a master's degree in Business Education. Illinois State University is the only public university in the state with an active undergraduate degree program in business teacher preparation (the BA, BS, and B.S.Ed. in Business Education). Through the undergraduate program, the University has graduated 289 students qualified for state licensure to teach business in Illinois middle and high schools since 2000. The program will be administered by the Department of Marketing in the College of Business.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Illinois State University is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Illinois State University was 3.0 percent in 2014, 2.8 percent in 2013, and 2.8 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The MS in Business Education program is intended to strengthen the quality of business education in Illinois schools through offering specialized graduate education not currently available to practicing business teachers in the State. Because the majority of business teachers in Illinois schools are graduates of the undergraduate business education program at Illinois State, a primary focus of the proposed program is providing professional development opportunities for those alumni. According to the Advancement and Foundation Operations team in the Division of University Advancement at the University, approximately 1,300 alumni of the undergraduate business education program offered by the University reside in Illinois, including approximately 900 who reside within 100 miles of the Illinois State University campus. To determine whether a

master's level business education program would be viable, business education faculty of the University sought input from those alumni. The survey targeted alumni who had graduated within the past ten years and found that nearly 60 percent of participants expressed interest in enrolling in an online business education master's degree program offered by the University. Additionally, the program has been designed to serve practicing teachers in Illinois regardless of where they received their baccalaureate degree. In addition, the program is also expected to enroll practicing teachers from other states as well as serve business professionals who are not licensed teachers but who want to teach business courses at the lower-division postsecondary level. While an Illinois teacher's license is not required to teach business courses at the postsecondary level, a master's degree in the field is needed.

According to the Bureau of Labor Statistics, U.S. Department of Labor, employment of postsecondary business teachers is expected to grow nationally from 104,200 in 2016 to 123,000 in 2026. The Illinois Department of Employment Security projects that employment of postsecondary business teachers in Illinois is also expected to grow from 2016 to 2026, by 7.9 percent compared to 2.8 percent across all postsecondary teaching disciplines and 5.8 percent across all occupations in Illinois. During this period, employment of postsecondary business teachers in the state is expected to grow from 3,013 to 3,250.

The Illinois Public Agenda for College and Career Success

The MS in Business Education program will support Goals 1 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best performing states. The proposed program will have both a direct and an indirect impact on educational attainment of Illinois citizens. With regard to direct impact, the program will increase the number of licensed business teachers in the state who attain a graduate degree in their field. The program has been designed to serve practicing business teachers in Illinois who completed the undergraduate business education program offered by the University. Of the 220 students graduating from that program in the last ten years, approximately 150 are teaching in elementary or secondary schools of the state at this time. With regard to indirect impact on educational attainment, a goal of the program is to increase educational attainment of Illinois citizens by improving the quality of business education provided in middle and high schools of the state, thereby helping to motivate and better prepare that population for success in postsecondary education.

Regarding Goal 4, the MS in Business Education program is intended to help business teachers of the state update and expand their content and pedagogical knowledge and skills. Students will be exposed to current and trending business theories and practices as well as the latest theories and practices of business education. Students will also be exposed to the latest in business and educational technologies. Thus, graduates will be better prepared to teach their middle school, high school, or college students the contemporary business skills sought by employers in the state.

Comparable Programs in Illinois

The proposed MS in Business Education program will be the only master's level Business Education program offered at any institution in Illinois.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed program is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

To be admitted to the MS in Business Education program, an applicant must meet requirements for admission to graduate studies at Illinois State University. An applicant for a program leading to a master's degree must have a bachelor's degree from a four-year college or university that is accredited by the appropriate regional accrediting association, or its equivalent, as determined by the Graduate School. Applicants are considered on the basis of their academic record and other performance requirements stipulated by the individual department or school. These may include examinations or standardized tests (GRE or GMAT), interviews, auditions, examples of work, and letters of recommendation. To be admitted to a degree program, a student must have at least a 2.8 grade point average, on a scale 4.0 scale. In addition, students enrolling in the MS in Business Education program are assumed to have an undergraduate knowledge base in business and education which students with undergraduate degrees in business education will normally have acquired. Students with an education degree who plan to complete the content (business) intensive track of the proposed master's degree curriculum may be required to complete one or more foundation courses before they may enroll in courses that have a Master of Business Administration (MBA) designation.

Curriculum

The Master of Science in Business Education program curriculum consists of courses offered by the College of Business through its Business Education and MBA programs and courses

offered by the College of Education through its master's programs in Teaching and Learning and Educational Administration. Each MS in Business Education student will be permitted to select the mix of College of Business and College of Education courses that best meets the student's career goals. However, the curriculum has two recommended tracks, one that is pedagogy intensive and another that is content (business) intensive. All students, regardless of whether they select one of the recommended tracks or customize a track of their own, are required to complete three core courses (including a thesis) and their choice of three business education courses. Students in the pedagogy intensive track complete a methods course in the College of Education and at least 12 semester credit hours of electives selected from courses offered by that college. Students in the content intensive track complete a methods course taught in the MBA program and at least 12 semester credit hours of electives selected from MBA courses. Regardless of track or plan of study, students are required to complete at least 34 semester credit hours, including at least 30 semester credit hours of coursework and at least four semester credit hours of thesis work. Students pursuing the pedagogy intensive track will be able to complete the entire program online. Students pursuing the content intensive track will be able to complete the core and business education requirements online, however most MBA courses are delivered face-to-face.

Assessment of Student Learning Outcomes

The MS in Business Education offers two pathways for students. The first pathway allows students to concentrate on developing advanced education knowledge and skills through completion of coursework in the College of Education and the College of Business. Throughout their programs of study, students will be evaluated by faculty using the edDispositions form approved by the College of Education and customized by the Business Education Program. The purpose of edDispositions is to assess the extent to which students have the qualities needed to be effective classroom teachers. The second pathway allows students to concentrate on developing advanced content knowledge in a field-specific business area by completing coursework through the MBA program in the College of Business. Regardless of the pathway chosen, all graduate Business Education courses will require students to research a topic relevant to the course content, prepare a research report or presentation, and write a manuscript suitable for submission to a Business Education journal. Each student will complete a master's thesis to demonstrate that the student has gained content knowledge and effective research skills. In addition to the thesis, each student will also complete an exit survey during the program's capstone course.

Program Assessment

The University has established processes to monitor the overall effectiveness of its academic programs to ensure that students' needs are met. In accordance with the University policy, all of these processes are faculty driven. The processes include assessment of student learning outcomes, review of program level metrics, submission of a three-year progress report to IBHE, and program review. Through the latter process, faculty of each academic program conducts an analysis of their program and compiles a program review self-study report based on that analysis at least once every eight years. Reports are then reviewed by the Academic Planning Committee, an external committee of the Academic Senate at the University, and by the Office of the Provost. Each review results in recommended or required actions to maintain or improve program quality.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained.

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The University's Milner Library subscribes to approximately 81,000 electronic serial titles and approximately 1,900 print journal titles. Milner Library also subscribes to approximately 250 databases, most of which index, and in many cases provide direct access to, periodical literature. Some of the databases provide access to other types of information, including news, monographs, statistics, and reference works. Existing classroom space, equipment and other resources are available for the proposed programs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation.... E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Existing faculty and staff will support the proposed program. The University has identified institutional policies that ensure faculty hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources to administer the proposed programs. The Department of Marketing within the College of Business which will house the proposed MS in Business Education also has sufficient resources to implement the program.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The MS in Business Education will be administered through the College of Business at the University rather than the College of Education. The College of Business is accredited by the Association to Advance Collegiate Schools of Business International. Undergraduate programs designed to qualify students for initial teacher licensure to teach business courses in middle or secondary schools of the state are subject to review and approval by the State Educator Preparation and Licensure Board of the Illinois State Board of Education (ISBE). However, ISBE approval is not required for the MS in Business Education. Students enrolling in the MS in Business Education program without already being licensed by ISBE to teach in middle or secondary schools of the state will not qualify for such licensure through completion of the proposed master's program. Preparation for such licensure is the purpose of the undergraduate business education program at Illinois State University. No specialized accreditation is required for the MS in Business Education.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposals and will be published on the University's website.

Staff Conclusion

The staff concludes that the program proposed by Illinois State University meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Urbana-Champaign

Proposed Center Title in the Region of Authorization: Carle Illinois College of Medicine
Department of Biomedical and Translational Sciences

New Administrative Unit: This proposal is for the establishment of the Department of Biomedical and Translational Sciences (DBTS), one of two initial academic departments at the recently established Carle Illinois College of Medicine (the College). DBTS will serve to integrate faculty from the university who will deliver the basic health science, engineering, and translational components of the College of Medicine curriculum. Furthermore, the DBTS will help provide the administrative infrastructure and oversight needed to manage faculty; establish policies regarding tenure-track, non-tenure track, and specialized faculty; and carry out the educational mission of the college.

Background

The University of Illinois at Urbana-Champaign (UIUC or the University) requests approval to establish a Department of Biomedical and Translational Sciences within the Carle Illinois College of Medicine. The University received approval from the IBHE to establish Carle Illinois College of Medicine on March 1, 2016, and authorization to offer a Doctor of Medicine (MD) degree in the Prairie region on March 14, 2017. With those authorizations in place, the University obtained Preliminary Accreditation from the Liaison Committee for Medical Education (LCME) on October 11, 2017. In order to pursue LCME Provisional Accreditation, the University must establish a sufficient number of organizational units to accomplish the mission of the medical school. The creation of DBTS, addressed in this application, along with the Department of Clinical Sciences (DCS), addressed in a companion application, is the next step in this process. DBTS will help provide the administrative infrastructure and oversight needed to manage and maintain a highly qualified and active faculty.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The

unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

As one of two administrative units, the DBTS will provide structure and support to both the Carle Illinois College of Medicine and the MD degree. UIUC designed the MD degree in response to a feasibility study conducted in 2014 that recommended developing a specialized engineering-based medical college at the University. The curriculum is the first in the nation designed for the express purpose of infusing engineering and computing into medical education. As such, the Carle Illinois College of Medicine provides economic development for the state by creating employment opportunities for Illinois residents as well as improving their health and well-being.

The Illinois Public Agenda for College and Career Success

The proposed Department as part of the Carle Illinois College of Medicine supports Goal 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. A 2010 Illinois Physician Workforce report by Northwestern University's Feinberg School of Medicine, the Illinois Hospital Association, and the Illinois State Medical Society describes Illinois as "in danger of being unable to meet even the most pressing health care needs" due to a shortage of physicians. Furthermore, the health care industry nationwide is experiencing a need to shift from a medical education and delivery system focused on providing episodic care to one designed to prevent and manage disease. The University anticipates that the Carle Illinois College of Medicine, with its unique engineering-focused medical training, will graduate physician-innovators uniquely equipped to discover and/or invent devices, approaches, and concepts that address these needs.

Comparable Institutes and Centers in Illinois

There are eight other MD programs at both public and private institutions in Illinois. However, the College of Medicine at UIUC is unique in its engineering focus. The proposed Department will help provide the administrative mechanisms needed to manage faculty activities effectively and will allow the College to leverage resources both across colleges and schools at UIUC and at Carle Hospital.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed Department as part of the College supports two core elements central to the University's mission: providing economic development leading to employment opportunities for Illinois residents and improving the health and well-being of the state's population. Moreover, as part of its land-grant mission, the University has an obligation to teach its students to lead in the rapid transformation of healthcare. With its engineering-infused medical curriculum, the College of Medicine will graduate physician-innovators who will capitalize on the unprecedented convergence of health care and technology.

Assessment of Outcomes

As an administrative unit, DBTS will help provide the operational infrastructure needed to support the activities and missions of both the College and the MD degree program. Specific measure that will be used as evidence of the department's success include:

- Creating a clinical curriculum that educates and develops future physicians for entry into residency, licensing, and subsequent medical practice. Metrics include 100 percent pass rates on the United States Medical Licensing Examination (USMLE®) Step 1, Step 2 CK, and Step 2 CS examinations and 100 percent match rate in the National Resident Matching Program Match (NRMP®) (for Carle Illinois College of Medicine students who apply);
- Establishing policies governing the recruitment and promotion of tenure track, non-tenure track, and specialized faculty. Metrics will include the creation of a faculty handbook with relevant policies that will be available on the College's website;
- Hiring staff to carry out the educational mission of the college in compliance with university and LCME standards. Metrics include appointing a Department Head (Unit Executive Officer); and
- Establishing an infrastructure to promote clinical and healthcare systems innovations aimed at improving global health. Metrics include holding at least four forums on various clinical subject areas annually.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Facilities at the University are sufficient for housing the proposed Department. The three main points of operation for Carle Illinois College of Medicine are the Medical Sciences Building, Everitt Laboratory, and Carle Hospital. Classroom and office space, anatomy and simulation labs, computer resources, and library services are sufficient for the Department's needs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation.... E) Support personnel, including but not limited

to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The proposed DBTS is an administrative department that will be housed entirely in the College of Medicine and will have the same structure as other academic departments at the University, with the department head reporting to the Dean of the college, who reports to the UIUC Provost. The Dean, as Chief Academic Officer, will also report to the Executive Vice President and System Chief Medical Officer of the Carle Foundation. The proposed Department will work with other administrative units on campus to recruit, hire, train, and evaluate faculty and staff members. In addition to the current 150 physician faculty from the University of Illinois at Chicago's Urbana regional campus and university-based faculty from UIUC, the College is in the process of hiring 120 additional faculty members.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The establishment of DBTS has been included as part of the planning and financial forecasting for Carle Illinois College of Medicine from the outset; funding required for staffing, space, equipment, and operating activities for the Department is included as part of the College's overall operating budget. The revenues necessary to support the Department consist of three primary sources: annual operating support of \$10 million from Carle, revenue from student tuition, and support from philanthropic sources. Consistent with LCME expectations, no individual source of funding will account for more than 50 percent of total College revenue.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

Preliminary accreditation from the LCME was awarded to Carle Illinois College of Medicine on October 11, 2017. The establishment of the proposed Department is necessary for the College to obtain LCME provisional accreditation, the next step in its accreditation process. The College will be eligible for full accreditation when the inaugural class graduates; the LCME will review the College every seven years after that for reaccreditation.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to

accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Staff Conclusion.

The staff concludes that the Department of Biomedical and Translational Sciences proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Center Title in the Region of Authorization: Carle Illinois College of Medicine
Department of Clinical Sciences

New Administrative Unit: This proposal is for the establishment of the Department Clinical Sciences (DCS), one of two initial academic departments at the recently established Carle Illinois College of Medicine (the College). The DCS faculty will deliver the clinical components of the College of Medicine curriculum, and work together to reduce or eliminate the barriers that often exist in medical schools where departments are organized by specialty area, e.g. cardiology, radiology, etc. At Carle Illinois College of Medicine, these areas will collaborate to provide quality treatment from an integrated perspective.

Background

The University of Illinois at Urbana-Champaign (UIUC or the University) requests approval to establish a Department of Clinical Sciences within the Carle Illinois College of Medicine. The University received approval from the IBHE to establish Carle Illinois College of Medicine on March 1, 2016, and authorization to offer a Doctor of Medicine (MD) degree in the Prairie region on March 14, 2017. With those authorizations in place, the University obtained Preliminary Accreditation from the Liaison Committee for Medical Education (LCME) on October 11, 2017. In order to pursue LCME Provisional Accreditation, the University must establish a sufficient number of organizational units to accomplish the mission of the medical school. The creation of DCS, addressed in this application, along with the Department of Biomedical and Translational Sciences (DBTS), addressed in a companion application, is the next step in this process. DCS will help provide the administrative infrastructure and oversight needed to manage and support the faculty.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and

licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

As one of two proposed administrative units, the DCS will provide structure and support to both the Carle Illinois College of Medicine and the MD degree. UIUC designed the MD degree in response to a feasibility study conducted in 2014 that recommended developing a specialized engineering-based medical college at the University. The curriculum is the first in the nation designed for the express purpose of infusing engineering and computing into medical education. As such, the Carle Illinois College of Medicine provides economic development for the state by creating employment opportunities for Illinois residents as well as improving their health and well-being.

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Comparable Institutes and Centers in Illinois

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Mission and Objectives

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- Establishing an infrastructure to promote clinical and healthcare systems innovations aimed at improving global health. Metrics include holding at least four forums on various clinical subject areas annually.

Facilities (space, equipment, instructional materials)

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Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The proposed DCS is an administrative department that will be housed entirely in Carle Illinois College of Medicine and will have the same structure as other academic departments at the University, with the department head reporting to the Dean of the college, who reports to the UIUC Provost. The Dean, as Chief Academic Officer, will also report to the Executive Vice President and System Chief Medical Officer of the Carle Foundation. The proposed Department will work with other administrative units on campus to recruit, hire, train, and evaluate faculty and staff members. In addition to the current 150 physician faculty from the University of Illinois at Chicago's Urbana regional campus and university-based faculty from UIUC, the College is in the process of hiring 120 additional faculty members.

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1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The establishment of DCS has been included as part of the planning and financial forecasting for Carle Illinois College of Medicine from the outset; funding required for staffing, space, equipment, and operating activities for the Department is included as part of the College's overall operating budget. The revenues necessary to support the Department consist of three primary sources: annual operating support of \$10 million from Carle, revenue from student tuition, and support from philanthropic sources. Consistent with LCME expectations, no individual source of funding will account for more than 50 percent of total College revenue.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

Preliminary accreditation from the LCME was awarded to Carle Illinois College of Medicine on October 11, 2017. The establishment of the proposed Department is necessary for the College to obtain LCME provisional accreditation, the next step in its accreditation process. The College will be eligible for full accreditation when the inaugural class graduates; the LCME will review the College every seven years after that for reaccreditation.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Staff Conclusion.

The staff concludes that the Department of Clinical Sciences proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

